

North Carolina State Standards (Approved March 2002)

Requirements

- _ 70% Pass Rate on Praxis exams
- _ 95% Conversion Rate in Initial Licensure Program
- _ Certification of Methods Faculty
- _ NCATE Accreditation (or equivalent continuing accreditation)

Conceptual Framework

A conceptual framework establishes the shared vision for the program's efforts in preparing educators to work effectively in P-12 schools. It provides direction for the program, courses, teaching, candidate performance, scholarship, service, and program accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

I. CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. This includes working with families to support student learning. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Standard I A: Undergraduate Candidate Qualifications

Teacher candidates have at least a minimum 2.50 cumulative grade point average at the time of admission to and completion of an initial teacher preparation program. Undergraduate degree-seeking candidates attain passing scores on the PPST (Praxis I) tests for admission to the teacher education program. Progression in the program is limited until formal admission to the program has been granted. Formal admission to the program occurs at least one semester prior to student teaching.

Standard I B: Licensure-only Students

Requirements for licensure-only candidates are clearly described. In determining requirements, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure.

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

II. PROGRAM CAPACITY

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 3 A: Field Experiences and Clinical Practice

Sequentially planned field experiences for undergraduate degree-seeking students begin early in a student's program and culminate in a continuous and extended minimum ten-week period of student teaching in the area in which the student is seeking licensure. All field experiences are supervised and formal evaluations involving university faculty, cooperating teachers, and students occur as appropriate. (Note: Service as a teacher assistant does not fulfill the requirements for student teaching.)

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students, their families, and other significant adults in their lives in public school settings.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Standard 5 A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

Standard 5 B: Part-time Faculty

The use of part-time faculty members does not detract from the quality of the program.

Standard 6: Program Governance and Resources

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Standard 6 A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered; e.g., undergraduate, master's, doctorate. Each advanced degree program leading to the doctorate has at least three (3) full-time faculty who have earned the doctorate in the field of specialization for which the degree is offered.

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Teacher Education

Policy ID Number: QP-B-008

Policy Title: Policy on rewards and sanctions for teacher education programs

Current Policy Date: 06/05/2003

Other Historical Information: Previous board dates: 09/16/1999, 12/06/2001

Statutory Reference: GS 115C-296 (b1)

Administrative Procedures Act (APA) Reference Number and Category:

REWARDS AND SANCTIONS

If schools are to succeed, they must be staffed with quality professionals. The quality of teacher education programs is a significant factor in determining the quality of the teaching profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the Teacher Education Program Approval process. This process requires on-site reviews of teacher education programs by trained teams of professionals at least every five years. To assist in carrying out this process and in assessing the on-going quality of teacher preparation, a Performance Report will be issued for each North Carolina college or university with an approved teacher education program. Data from the program approval process and the IHE Performance Report will be used to reward and sanction programs as required by the Excellent Schools Act.

Undergraduate teacher education programs must:

- (a) Maintain annually a passing rate of at least 70% on Praxis II exams.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.
- (c) Exhibit direct and ongoing involvement with the public schools.

An undergraduate teacher education program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

Graduate teacher education programs must:

- (a) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys.

A graduate teacher education program shall be designated as “Low Performing” if:

- (a) It does not meet this criterion twice in three years.

Masters of School Administration Programs (MSAs) must:

- (a) Maintain annually a passing rate of at least 70% on the SLLA (School Leaders Licensure Assessment) exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as “Low Performing” if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years.

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to the Department of Public Instruction detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the State Evaluation Committee on Teacher Education, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated “Low-Performing,” on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the State Board of Education and may result in closure of the licensure program.

A “rule of 5” will be applied to Praxis II and survey data; i.e., data with an “N” fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.